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ABSTRACT

This teacher's manual, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. Designed to be relevant to the specific needs of secondary school teachers, this manual is organized into five sections. The first section provides an overview of vocational and career education of handicapped students from the teacher's perspective. Topics covered include legislative implications, linkage, the Individualized Education Program, evaluation and assessment, special competencies for vocational educators, and the special/vocational resource room teacher's roles. Following a section of references and selected readings, the third section specifies role responsibilities of the teacher and contains a specific responsibilities grid, along with information on the responsibilities of the special education teacher, the vocational education teacher, and the special/vocational education resource room teacher. The last two sections consist of a summary of teacher's duties and an annotated bibliography. (KC)

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TEACHERS

CAREER PLANNING AND VOCATIONAL PROGRAMMING FOR HANDICAPPED YOUTH

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FOREWORD

The issues of civil and human rights for the handicapped have had a major effect on our society. Several pieces of federal legislation, later adopted as state regulations, have been at the forefront of change in the delivery of special education services. This legislation includes The Education for All Handicapped Children Act (P.L. 94-142), The Vocational Rehabilitation Act, Section 504 (P.L. 93-112), and The Amendments to the Vocational Education Act (P.L. 94-482).

All of these mandates describe our society's commitment to quality programs for handicapped students, including special attention to career and vocational development.

Each law also outlines and requires adherence to the concept of "least restrictive environment"--the notion that, to the maximum extent appropriate to their needs, handicapped students should be educated with their nonhandicapped peers. A handicapped student should not be placed in a segregated or restrictive setting unless it can be shown that the student cannot benefit from a less restrictive program, even with the use of supplementary aids and services.

These manuals have been developed to clarify roles and responsibilities of school staff and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. I believe that you will find the materials extremely helpful. I commend their use and application in the interest of forwarding our commitment to the provision of outstanding educational opportunities for our exceptional students.

Michael P. Marcase
Superintendent of Schools

PREFACE

The Division of Career Education and the Division of Special Education of the School District of Philadelphia are proud to introduce this series of manuals on critical aspects of career education for exceptional students. Our dialogue in planning these books has strengthened our conviction that including career education instructional goals at every grade level is essential to the development of an appropriate program for all children.

The manuals reflect the Philadelphia School District's efforts to implement the following Career Education goals for exceptional students:

1. To assure that all students leave the Philadelphia schools with the skills, knowledge, and attitudes necessary to gain and maintain employment or to continue their education or training to the fullest extent possible
2. To make all career development and vocational programs accessible to all students without regard to sex or other traditional occupational stereotypes
3. To assure the accessibility of all career development and vocational programs to students with handicaps
4. To increase school-related work site experiences and employment opportunities for in-school youth
5. To assure that occupational training programs respond to the present and projected employment needs of the community

Faith in the exceptional student's capabilities is critical in achieving these goals. Every student can learn, and it is incumbent upon us as educators to ensure that students do learn to the best of their individual ability. An increased awareness of career education programs and our related roles--as administrators, teachers, counselors, and parents--will foster the development of an educational program that realizes the potential of each exceptional child. It is with this approach in mind that these materials have been developed, and we urge you to use them to improve instructional programs for exceptional students.

Win L. Tillery
Executive Director
Division of Special Education

Albert I. Glassman
Executive Director
Division of Career Education

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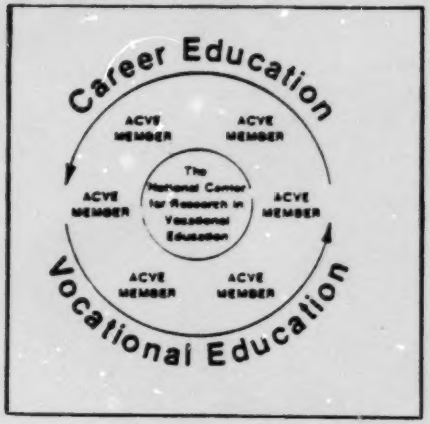
INTRODUCTION

The Alliance for Career and Vocational Education is a consortium of school districts from across the country and the National Center for Research in Vocational Education at The Ohio State University. The consortium was formed so that school districts and the National Center could work together on common priorities in career and vocational education.



This cooperative arrangement creates a "multiplier effect" whereby each school district, in addition to the outcomes and services for which it has contracted, also receives the products developed by other Alliance members. Thus, school districts are able to develop and implement comprehensive programs at far less expense than would be possible by working alone. The outcomes of the Alliance research and development efforts have enabled member districts to provide increased flexibility in career and vocational education programs that address the needs of all students. Alliance training programs and materials have also enabled members to expand from traditional forms of instruction to the development and management of individualized programs.

The enactment of legislation and the subsequent development of regulations and guidelines affecting education for handicapped individuals have a major impact on vocational education and its collaboration with special education.

The School District of Philadelphia contracted with the National Center for Research in Vocational Education, the Alliance for Career and Vocational Education, for assistance with the development of a comprehensive staff development plan for special and career education for handicapped youth. This project resulted in the development of the Policy and Procedures Manual and eight role-specific training manuals that comprise a comprehensive staff development package for collaboration between special and vocational education in the School District of Philadelphia.

The materials have an overall theme of "Career Planning and Vocational Programming for Handicapped Youth." The Policy and Procedures Manual is designed to provide a conceptual and programmatic overview of the career planning and vocational programming processes for handicapped youth in the Philadelphia School District. The manual communicates Philadelphia's commitment to appropriate career planning and vocational programming for handicapped youth. The eight training manuals are designed to be relevant to the specific needs for the following groups:

- Administrators and Supervisors
- Principals
- Teachers
- Supportive Service Personnel
- Psychologists
- Student Evaluation Personnel
- Counselors
- Parents

Each manual contains an overview of the opportunities for each school staff or faculty member to assist handicapped youth in career planning and vocational education. In addition, the manual contains role-specific responsibilities, including activities and projected outcomes.

Policy and Procedures Manual

Major emphasis is placed on the functions of the Child Study Evaluation Team (CSET) and the development of the Individualized Education Program (IEP) as structures for conducting the assessment, evaluation, and follow-through for vocational placement and supportive services. The manual also includes information on full service implementation of vocational programming for handicapped youth and the procedures necessary for the monitoring and evaluation of programs.

The Policy and Procedures Manual further identifies the definitions and legal implications that provide the guidelines for programmatic structure and focuses on the process and procedures necessary to provide career planning and vocational programming for handicapped youth. Also included are a glossary, several appendices, and a comprehensive bibliography containing state-of-the-art reference materials.

The Policy and Procedures Manual and role-specific manuals are to be presented as a part of a comprehensive staff development plan designed to assist school staff in providing career planning and vocational programming of the highest quality.

Acknowledgement is given to the following people from The School District of Philadelphia who served as members of a task force in the development of this manual: Marion Holmes, John Abbott, Henry Baldwin, Alic Waskhcc, and Georgia Zeleznick.

Special acknowledgement is given to Georgia Zeleznick and Phe McLaughlin, Division of Special Education, who facilitated the preparation of all the manuals in this series.

To the staff of the National Center for Research in Vocational Education, The Ohio State University, acknowledgement is given as follows: Carol J. Minugh, Dian Morse, principal writers; Linda Buck, Janie B. Connell, principal reseachers; Regenia Castle and Beverly Haynes, technical assistance; and Janet Kiplinger and Brenda Sessley, editors.

OVERVIEW FOR TEACHERS

Legislative Implications

The progress vocational education has made in serving handicapped persons during the past decade is often overshadowed by the urgency and immensity of the responsibilities we face. Yet the progress made to date is real.

The two groups of teachers most intensely involved in providing new and modified instructional programs to meet the individual and unique needs of handicapped students are special education and vocational education teachers. By modifying existing career education and vocational programs and creating new program options, handicapped students are offered increased opportunities to learn salable skills.

Vocational educators are making an effort to serve those handicapped students who have Individualized Education Program (IEP) plans documenting a specific job training program as appropriate. The demand for vocational education as a result of IEP's will increase dramatically as recruitment procedures improve, as kindergarten through twelfth-grade career education experiences are expanded, and as secondary special education programs and related services are further developed. Vocational educators must prepare for a continued increase in the number of handicapped enrollees in the regular classroom.

The need to provide appropriate employment training and job placement for handicapped people is well documented.

Handicapped persons are unequally represented in the work force, even though they have repeatedly demonstrated the ability to perform at the same level as non-handicapped persons at virtually all employment levels. Only 42 percent of the total handicapped population are employed, many in jobs which pay less than sustenance wages. The President's Committee on Employment of the Handicapped has estimated that each year approximately 625,000 handicapped young people either graduate from high school or become too old to qualify for regular public education. Only 21 percent, however, will become fully employed. Forty percent will be underemployed and at the poverty level, and 26 percent will be on welfare. Clearly, there is a need to increase the vocational training and employment opportunities for the handicapped.

Various reports summarized by the U.S. Office of Vocational and Adult Education indicate that the handicapped represent between 10 to 15 percent of the general population. Enrollment information, however, indicated that the handicapped are underrepresented in vocational education programs. Approximately 2.6 percent of the enrollments in vocational programs in comprehensive high schools and area vocational technical schools were reported to be handicapped.

Legislative mandates include appropriate vocational instruction as a part of the handicapped student's education program. Accordingly, vocational education programs are to provide a sufficient variety of supplementary aids and services so that

handicapped students have genuine opportunities to benefit from all facets of vocational education. These opportunities include laboratory instruction, cooperative work placements, youth organizations, counseling, and so forth. In addition, special education programs are required to assist in planning, implementing, and evaluating the adaptations necessary to ensure a successful training experience for the handicapped student. The three significant legislative mandates follow:

> Public Law 94-142, the Education for All Handicapped Children Act of 1976, states that public agencies will ensure equal access and availability to vocational education for handicapped students. Vocational education is to be a part of the free, appropriate education for the handicapped. A written Individualized Education Program (IEP) is mandated for each handicapped student.
>
> P.L. 94-482, The Vocational Amendments of 1975, set aside 10 percent of the total grant for handicapped students.
>
> P.L. 93-112, The Rehabilitation Act of 1973, mandates that handicapped students are to be educated along with students who are not handicapped, to the maximum extent appropriate to the needs of the handicapped students. This is commonly referred to as providing the least restrictive environment.

The major programming emphasis for teachers in the past five years has been on: developing awareness of the need for and responsibility to integrate handicapped persons into the vocational education population, developing positive attitudes, and

learning to teach handicapped students in regular vocational education classes. Unfortunately, evaluation of this emphasis has depended primarily on enrollment data. These data show that enrollment has inched up slowly, but do not evaluate teacher awareness, attitudes, and teaching ability.

Linkages

Successful educational programming for the handicapped requires a multidisciplinary and cooperative approach among school staff. Since the handicapped student enrolled in a vocational program may have complex problems that are beyond the expertise of one teacher, the vocational teacher can benefit from the help of specialized personnel who have expertise in working with handicapped learners. Specialized personnel can assist instructors by providing curricula and adapted learning experiences that are appropriate for handicapped students. They can help the handicapped students by identifying supportive services that will help them succeed in regular vocational education programs. Specialized personnel may include the following:

- Special education teachers
- School psychologists
- School counselors
- Special/vocational resource room teachers
- Instructional aides
- Student evaluation personnel

- Clinical specialists such as speech and hearing personnel
- Physical and occupational therapists
- Itinerant teachers for the deaf and visually limited

Vocational teachers may not be able to accomplish, alone, the task of mainstreaming handicapped learners into regular vocational programs. Special education staff, vocational rehabilitation specialists, guidance personnel, and the community in general can be instrumental in providing a cooperative effort for developing and improving vocational programs to meet the needs of handicapped students.

Linkage Between the Vocational and Special Education Teachers

The vocational educator is skilled in a craft, knows the job market demands of entry-level workers, and is the expert in providing instruction linking that craft to the market demand. The special educator is skilled in working with handicapped students, especially in regard to teaching basic skills and developing accommodative strategies. The two groups of teachers should complement each other in the instructional program.

Most vocational educators want and need specific techniques for use in their classrooms with handicapped students. Acceptance of handicapped students in vocational education will increase if there are specific, workable strategies provided by specialists about how to modify the curricula and facilities for the handicapped student. Vocational and special education teachers can work together-

by mutually considering the scheduling of a handicapped student into a regular vocational program;

by jointly selecting materials for purchase to support handicapped students in a regular vocational program; and

by exchanging information on the handicapped student's special strengths and weaknesses and developing methods for strengthening those weak areas.

The vocational teacher can increase the special education teacher's awareness of regular vocational program content and market demands through ongoing consultation. In return, the special education teacher can increase the vocational teacher's awareness about handicapped students through ongoing consultation.

Career Education

Career education is a concept or process that is designed to aid students in successfully preparing for various life roles: personal, social, and economic. In order to be effective, career education activities must extend beyond the school setting and involve representatives from the community as well.

A variety of models for implementing career education have been developed and many are adaptable for use with handicapped individuals. For the most part, however, each model requires a refocusing of school activities to ensure that they are life-related and meaningful to students.

As a curriculum component, career education is designed to help each student:

to better understand self in relation to the world of work;

to acquire and use occupational information to make an informed career choice; and

to prepare for a chosen career before leaving school.

Career development is the lifelong process of studying one's interests, aptitudes, and values to determine how they may function as strengths or weaknesses in pursuit of various careers. Career preparation involves learning the basic skills of reading, writing, arithmetic, science, social studies, and vocational subjects to prepare for a chosen career. A comprehensive career education program provides many opportunities for involving nonhandicapped and handicapped students in common learning activities.

The ultimate goal of all education for handicapped individuals is to enable them to become independent, useful, and satisfied members of society. Accordingly, handicapped students may need special programming in daily living and personal-social skills, as well as occupational guidance. All teachers of the handicapped should utilize career education techniques and materials. Instruction in career education is viewed as a shared responsibility between general, vocational, and special educators. To the maximum extent possible, programs in career education should be mutually planned.

In career education, guidance in the broad sense becomes the responsibility of all personnel who work with the students. Guidance activities that can be incorporated into classrooms involve such things as the following:

- Interest Inventory
- Career awareness or exploration inventory
- Decision-making exercises
- Goal-setting exercises
- Dictionary of Occupational Titles with over 20,000 listed occupations with job requirements and future outlooks
- Guest speakers representing various job areas

The school counselor can provide useful recommendations and assistance for implementing career guidance activities in the classroom.

The Individualized Education Program (IEP) Plan

Regular, special, and vocational instructors have a mutual goal to provide quality educational experiences for the handicapped. The beginning point for an ongoing cooperative working relationship will often be the development of the Individualized Education Program (IEP) plan. The IEP provides the ideal setting for the team to develop the strategies for the handicapped student to experience success in a vocational education program.

The IEP Meeting--What Happens

The IEP meeting is planned to involve all the professional and nonprofessional people (parents, teachers, administrators, special educators, mental and physical health specialists, and others) who may be involved in assuring that the student receives the most appropriate education opportunities. The meeting will review and plan the IEP, based on the following:

- Background Information: Background information about the student is reviewed, focusing on the student's strengths and weaknesses.
- Assessment Information: Assessment data on the handicapped student are reviewed and interpreted. Assessments are valuable tools to determine a student's needs in the next school year and to assess growth during the last year.
- Program Planning: Program planning evolves from a summary of the student's performance by the student's teachers, a discussion of annual and short-term objectives, and identification of additional needed services.

The development and implementation of the IEP can be an excellent tool for facilitating cooperative working relationships among staff. Use the IEP meetings as a means for discussing how the various supportive personnel can assist in the classroom. Although it may not be possible or beneficial to have numerous teachers attend the IEP meetings, follow-up sessions can and should be scheduled so that all relevant

information can be shared among teachers responsible for a student's program. During the IEP meeting, vocational teachers should do the following:

- Ask questions in order to understand the student's handicapping condition. Discuss the student's special needs and review student records.
- State any concerns about accommodating the handicapped student. Groundwork can be laid for establishing arrangements for the use of supportive services in the classroom.
- Request interaction with special service providers, as appropriate.
- Meet special education personnel. Explain the activities that occur in the classroom. The special education teacher can suggest appropriate teaching techniques and discipline, curriculum, and evaluation methods.
- Meet the parents and discuss ways that they can help develop an effective evaluation plan.
- Discuss long-range goals. Discussion can facilitate cooperation among personnel from various instructional areas in the school.
- Help establish complementary short-term objectives, behavior management strategies, and so forth, whenever possible.

Evaluation and Assessment

Using Assessment Information

Evaluation data and assessment information about handicapped students will appear in their permanent record folder. These data have been gathered by the Child Study Evaluation Team (CSET). Evaluation data may be used to suggest strategies for:

grouping of students with similar instructional needs;

placement of students in programs;

modifications of materials, facilities, and equipment;

writing IEP goals and objectives for the student;

obtaining remedial help; and

identifying the required supportive services.

Work closely with student evaluation personnel to interpret all of the assessment information. You might need to ask some of the following questions:

- What is the student's preferred learning style?
- What program modifications would be appropriate for this learning style?
- What are the most appropriate teaching techniques to use with this student?
- What types of informal assessments are the teacher's responsibility? How should those assessments be conducted?

The IEP team will use the assessment data to develop and record annual goals and short-term instructional objectives. For students entering a vocational education program for the first time, the annual goal and stated short-term objectives in vocational education will be quite general and will incorporate major purposes of the vocational training course. As students progress through the vocational education program, the vocational educator will be asked to provide greater specificity in assessment and statements of goals and objectives. However, this specificity should directly relate to student activities with regard to the competency-based instructional program. Thus, the competency-based instructional program in vocational education is viewed as a rich source of assessment and planning data. The vocational educator has a responsibility to describe this instructional approach carefully to special educators and to parents.

Special Competencies for Vocational Educators

In the past, vocational teachers were required to teach specific job skills and job-related competencies that help the student obtain employment. With the inclusion of the handicapped student in the classroom, the requirements have been expanded to include specific competencies that will help the handicapped student be successful in obtaining employment.

Six teacher competencies have been identified as being critical to the overall effectiveness of vocational programs for handicapped students. These were identified by a survey of vocational, special, and regular instructors as necessary for successful day-to-day teaching of handicapped students. The following is a list of these competencies:

- The ability to collaborate with other professionals and parents in the student assessment process
- The ability to identify available assessment instruments and processes for conducting informal assessments
- The ability to coordinate instructional planning in academic and vocational areas
- The ability to develop performance goals and objectives for individual students relating to various entry-level jobs, often within the structure of one course
- The ability to provide reinforcement for learning
- The ability to provide career counseling and guidance

In order to develop and utilize these competencies fully, the teacher must be aware of the many differences that the handicapped student may bring into the classroom. Keller and Bennett (1978) provide a listing of such differences that includes variations in each category. The teacher should examine these differences in the light of potential opportunities rather than just as limiting factors. Although

specific strategies need to be identified on an individual basis, the following list of learning differences may be helpful as you start to adapt or modify existing curricula.

Learner Differences

Physical abilities
- -Differences in physical strength, manual dexterity, balance, and endurance
- -Sensory disabilities in vision, hearing, smell, taste, and touch
- -Perceptual difficulties resulting in information processing problems

Intellectual abilities
- -Variations in the rate of learning
- -Variations in the degree of competency obtained in a reasonable length of time

Other abilities
- -Communication skills
- -Social skills
- -Coping skills
- -Everyday living skills
- -Job-related skills

Differences in cultural background
- -Socioeconomic backgrounds can affect needs, attitudes, and expectations
- -Middle-class expectations about jobs and vocational training may differ from those of lower socioeconomic groups
- -Students from lower-income families may have physical needs, such as hunger, that interfere with learning

Differences in educational background

- -Vocational students differ in the amount and quality of previous formal education
- -Students may have learning problems that have prevented them from learning what would be expected of them

Differences in motivation

- -Motivation and need are closely related. Motivation is the combination of needs and desires that moves the individual to do something that will satisfy those needs and desires
- -Environmental factors can be manipulated to help individuals develop their own motivation contracts and rewards

Differences in self-concepts

- -What individuals do and how they behave are determined by their self-picture or concept
- -Individuals will tend to start acting as others expect them to act
- -Problems arise when the self-concept and the ideal concept conflict

Differences in vocational maturity

- -Individuals differ in their knowledge of vocations and career ladders and in how much planning and training they have done before enrolling in a vocational program

Differences in learning styles

- -Individuals differ in preference for working alone or in groups
- -Some individuals learn by seeing, hearing, or by touching and working with something, whereas some learn by a combination of all three
- -Some learners solve problems quickly or by carefully thinking them through
- -Some perform well on a variety of tasks and can evaluate their own performance

(adapted from Keller and Bennett, 1978)

To aid the teacher in identifying behavior and responding to the behavior with appropriate remediation, Weiss and Weiss (1976) have compiled a matrix entitled

"Remediation of Learning Characteristics." This matrix provides a quick reference for the teacher to various behaviors and suggested remediation activities. In addition, it can assist the teacher to understand the strain, pressure, or problem that the student is experiencing.

Remediation of Learning Disability Characteristics

Symptoms	How is it seen at home?	How is it seen at school?	Remediation Techniques	Pressure Relief Valves
Hyper-activity	Volatile behavior	Unable to sit through long classes	Give student appropriate outlet for energy Medication may be prescribed Extra gym classes Extra Shop work	Permission to leave long talky classes Motor-activity
Hyper-activity & Disruptive behavior	Volatile behavior, appears to have a "chip on the shoulder"	Unable to sit through long classes Unable to sit through lectures Unable to sit through "talky" classes	Involvement in art of music, lab courses, industrial art, automotive or other vocational shop. Medication may be prescribed Encourage courses including learning by "doing"	Allow a break during long talky classes Counseling to encourage better self-image. Make teachers aware of disability
Hypo-active behavior	Lethargy Passive behavior, often spends hours in room - earphones tuned to phonograph	Appears discontented, passive, uninvolved in those classes requiring consistent talking, handling many details	Medication may be prescribed Check with doctor for sugar imbalance Often similar characteristics of allergy-prone teenager. Try high protein, low sugar diet	Teachers must be aware that behavior may be a question of body chemistry, not just boredom Try highly motivating activities, field trips, special assignments, movies, alternative classes, etc.

Symptoms	How is it seen at home?	How is it seen at school?	Remediation Techniques	Pressure Relief Valves
Allergy	Nose runs, eyes red, especially during spring and fall	Nose runs, eyes red, especially during spring and fall Similar symptoms to those seen with some drug use	Check with doctor Medical desensitization Use of antihistamine decongestants	Apply less pressure during peak allergy season when student has less interest and concentration
Excessive mood swings	Frequent outbursts of temper, volatile behavior, overreaction to routine demands Most adolescents are subject to mood swings. It is largely the degree and/or severity that creates a problem	Similar	Don't feed it by responding in kind; try to ignore it Avoid conflict by sending out of room until he or she cools off Then explain how others react to this behavior	Avoid confrontation while anger is high, and before peers Otherwise challenged to defend self before his or her strictest critics Positive group counseling for better social awareness
Diffuse, scattered, disorganized behavior	Tendency to move from one activity to another, often appears purposeless or non goal-oriented	Lack of concentration on goal-directed concentration on goal-directed behavior, can't complete projects Loses interest when frustrated	Focus on something that interests student, e.g., skiing, photography Try to work through one project of high interest Assign papers and movies on student's interests	Tailor assignment to a realistic, step-by-step amount Modify grading on reading assignments and reports in all subjects Counsel parent and student
Turned off "Anti-achiever"	Total lack of initiative in dealing with life situations, unreal goals	Avoids competition of any kind Avoids school related activities Negative attitude concerning value of school	Needs small successes to prove "self-worth," succeeding will ultimately alter attitude Counseling and reality therapy often help in confrontation with real world	Traditional grades as goals achievement modes don't work Focus on self-control, successes affect behavior Highly selective choice of teachers Informal classes allowing more freedom--"getting into people rather than into subject"

Symptoms	How is it seen at home?	How is it seen at school?	Remediation Techniques	Pressure Relief Valves
			Alternative approach classes such as mini-classes	Try to arrange a work-study program to give meaningful experience plus self-worth via job
			Teach to strong personal interests; some could be mini bikes, cars, skiing, flying, "girls"	Look for a strong interest in a vocation and give training if possible
"The over-achiever"	Worries excessively about performance	Overperforms to cover for inadequacies	Give shorter assignments	Same as remediation
"Worrier"	Student is anxious, repressess feelings	Will copy work from encyclopedias	Give alternative reading book of high interest, lower vocabulary	" " "
	Requires much help from parents or he/she panics	Will perform poorly on tests	Give assignment to parents in advance to allow planning and avoid panic at pressure	" " "
		Tends to be excessively anxious to please teachers all the time	Bring skills up via intensive corrective program when and where appropriate	Needs much counseling, aim at independent performance
		Fearful about expressing opinions, making judgments, despite ability to "spit out" exactly what is learned in class	Teach via "problem-solving approach"	Simplify demands so that they can be accomplished
			Try to avoid role memory demands	
		May freeze and become excessively anxious on exams		
Poor overall reading skills	Poorest work is accomplished in reading-related subjects	Poorest grades achieved in reading-related subjects	Allow use of tapes of reading material	Deemphasize reading of test and exams
	May seem not to try to accomplish reading	May seem not to try to accomplish required reading	Give alternative reading text (See book list in Appendix)	Emphasize audiovisual materials
	May be unwilling to read aloud	When tested, reading level will indicate marked reading score discrepancy when compared with I.Q. or verbal skills	Give alternative reading test (See book list in Appendix)	Tapes and projects
			Give shorter reading assignments, highlight important passages in book for student	
			Allow student to purchase book and underline in it for visual recall and note taking	

Symptoms	How is it seen at home?	How is it seen at school?	Remediation Techniques	Pressure Relief Valves
Reads slowly but on grade level	Will read what interests them--sports page, magazines, short stories, Mad Magazine, comic books	Seems to understand what he or she reads but never completes assignments Reads too slowly to keep up with work Does poorly on tests involving reading long question Does poorly on tests requiring written essays Will do better if given more time to complete an assignment or test involving reading	Teach techniques of skimming Teach reading to answer specific questions using Chapter headings Introduce Preface Table of Contents Summaries Teach phrasing to speed up reading by thought groupings	De-emphasize time tests Give extra time when possible Consider marks less significant Give high-interest, less demanding reading to get student to "read to learn" rather than struggle to "learn and read" Give shorter reading assignments but on grade level
Reads adequately but appears poorly motivated to read Just doesn't enjoy reading May have had difficulty learning to read	Chooses to do any activity except reading	Does not complete reading assignments Engages willingly in other activities than reading Seems to read adequately but prefers not to read	Read and discuss unusual material such as editorials, columns, Mad Magazine, discuss political cartoons, books of cartoons, short story series, contemporary interest materials, lyrics from music such as Beatles or Bob Dylan, news clippings and articles	Allow for alternative style of performance through taped report projects, manual arts, listening to tapes while reading Allow writing reports on movies or TV Specials instead of always reporting on reading
Appears to have good word attack skills but poor comprehension	Appears to do assignment but gets poor marks Often does not understand own poor performance	Appears to do reading assignment but doesn't understand context in class. Poor test scores, poor understanding of the subject	Encourage reauditorization by having youngster summarize what he or she has read out loud immediately after reading	Allow reading in less difficult materials to encourage comprehension Use tapes, TV to improve comprehension through visual and auditory channel Use student interests as a motivational factor to encourage reading

Symptoms	How is it seen at home?	How is it seen at school?	Remediation Techniques	Pressure Relief Valves
High level of comprehension, poor word attack skills	Appears alert, intuitive, has verbal skills in contrast to school performance achievement skills	Contradiction in performance between expectations and achievement, seems not to be trying	Verbal discussions of any topic information to be encouraged Intensive remediation in linguistic approach to word attack by syllable analysis Preteach any special subject vocabulary, i.e., language of auto mechanics horticulture electronics Give definition lists of complicated terminology	Don't force reading aloud Allow use of tapes to gain information auditorially
Poor immediate memory Poor delayed memory Poor sequential memory	Has difficulty recalling almost everything they are asked to do Forgetfulness often appears willful Almost appears partially deaf Appears confused when given a list of instructions	Retains little even right after discussion Seems to lack the "desire" to remember Retains little after 1 or 2-day delay...forgets even material received Poor spelling, omits steps in science, in solving geometric problems, etc.	Eyeball to eyeball conversation always to reinforce auditory recall by visual clues Write lists, draw maps to help locate things Teach mnemonic devices, memory clues, and techniques Try to relate information, dates, and places to significant personal facts of student's own life Write lists of instructions, checklists for step-by-step processes in science, math, etc.	Try rewarding for remembering instead of punishing for forgetting, avoid penalties for forgetting Use short quizzes for reminding--<u>not tests</u> Use programmed materials--add written reinforcement of recall Try to give reminder checklists wherever possible Reward remembering

Symptoms	How is it seen at home?	How is it seen at school?	Remediation Techniques	Pressure Relief Valves
Poor auditory sequencing and auditory confusion	Parents can recall humorous "spoonerisms" - may be part of maturational history and recall when talking about student in earlier years May appear to be "not listening" because she/he confuse words and do not always follow what is said Can't follow broadcasts on radio or TV--says announcers talk "too fast" actually they can't "process" the words fast enough therefore, loses trend of thought Says funny garbled words such as "renember," "irrevelant," or runs words together: "Igot Ain poison posture" "I got A in poise and posture"	Appears to be careless, inattentive, or clowning to gain attention Temporal errors, NO pauses between words. For example, student said, "I received an A on "poise and posture" Can't follow lectures or very talky classes Confusion of sounds, e.g. student confuses The Last Days of "Bombay" for The Last Days of "Pompeii"	Slow down words spoken in sequences, so words will not run together and lose meaning Watch for confusion and reexplain complicated ideas Strengthen visual channel of learning whenever possible, e.g., give pictured material factual experience Use filmstrips, audiovisual materials when possible	Be aware that things are not always what they seem for student Student's confusion of a word may cause confusion of time and place as well Try to anticipate student's errors by enunciating clearly, repeating and illustrating ideas whenever possible with visual clues, e.g., drawing pictures, etc. Do not assume student knows so-called common words, places, people, etc.

Symptoms	How is it seen at home?	How is it seen at school?	Remediation Techniques	Pressure Relief Valves
Poor written expression, unable to write compositions	Hates to write compositions, letters, etc., anything that might reflect upon self as "stupid."	Avoids all written tasks, written expression is far below level of oral expression Written work appears poorly conceived, organized primitively for age	Teach student to write as he or she speaks by use of tape recorder Have student answer a question on tape, or write a paragraph orally. Then write down own words using tape deck Allow student to practice copying simple complete sentences from books Give student scrambled words to rearrange into sentence, then two sentences, then complete paragraph Give lists of vocabulary words on topic, e.g., "History of economy." Give definition list of recession depression inflation, etc. Teach student to write complete sentences one at a time Work up to 2-sentence paragraphs, then 3- 4-, etc. Say aloud then write	Measure the quality of such a student by student's oral answer, not written ones Allow student to tape longer responses, such as paragraphs, reports, papers, and then write an outline or precis later Decrease amount of written work required and extend time allowed. "Quality, not quantity"

Symptoms	How is it seen at home?	How is it seen at school?	Remediation Techniques	Pressure Relief Valves
Poor spelling Characteristics phonetic respelling, e.g., "shoo" for "shoe" "angzity" for "anxiety"	Avoids writing tasks Seems to make simple primitive errors long after the age where they are appropriate Errors appear to be careless but follow a pattern	Hands in written work with many errors. Errors appear "careless" Student may avoid all written work rather than risk making so many errors Student appears not to improve in spelling despite repeated corrective practice Transposes letters, poor sequencing, omits letters, confuses and substitutes letters	Teach by omitting specific letters to highlight recall of error within work Teach spelling patterns by linguistic approach. Teach many words of one pattern only. Omit letters of that pattern. Only "tion" words, e.g., n o t i o n m o t i o n s t a t i o n r a t i o n Highlight pattern in green or red, e.g., o u _ _ t e i _ _ t s o _ _ t Reteach spelling via "syllables analysis" approach, spelling workbooks Teach student to subvocalize (say to self) for recall of symbol sequences	Do not work student's pages with red pen or student may respond with an angered (red!) reaction Write corrected words at end of page Try to analyze pattern of errors to give individual qualitative evaluation Always correct errors by writing correct form of word so student can see and learn Marking spelling. Do not take off grades for spelling errors. Give 2 grades if necessary--one for content (ideas), the other for performance (spelling sentence structure)

Adapted from Weiss, Helen Ginandes, and Weiss, Martin S. A Survival Manual; Case Studies and Suggestions for the Learning Disabled Teenager. Great Barington, Massachusetts: Treehouse Associates, 1976, pp. 109-120

Learning to understand the learning handicap and to react with appropriate remedial activities and actions is only a beginning point if the teacher is going to have an impact on the overall success of the handicapped student. The teacher must also adapt and modify the coursework in order that the individual handicapped student has the opportunity to complete the course requirements successfully. The following is a list of topics to take into consideration when modifying coursework for handicapped students.

Considerations for Modifying a Course for Handicapped Students

- Assessment and evaluation results
  - -Are the reports available?
  - -What are the student's reading and math levels?
  - -What do the comments infer about the student's persistence, work attitude, and behavior?
  - -What are the descriptions of the student's preferred learning style, speed of learning, and accuracy?
  - -What are the student's physical capabilities, endurance, strength, coordination, and limitations?

- Student employment goals
  - -What are the student's interests and aptitudes?
  - -Is there any prior work experience?
  - -What are the current functional job skills?
  - -What are the number and type of job skills required for the occupation in question?
  - -Are there any relevant stress factors?
  - -Are there any physical demands?
  - -Are there any transportation factors to consider?

- Course content
  - -Modifications in curriculum may be required to enable individual students to continue in regular vocational programs by assisting them in compensating for their handicaps.
  - -Consider the following:
    - -Number of objectives, skills, and concepts to be taught
    - -Tasks that operationalize objectives
    - -Reading levels required
    - -Math levels required
    - -Order of presentation
    - -Rate of presentation

- Supportive services
  - -What types of supportive services are required?
  - -What is the availability of services in the school district and with outside agencies?
  - -What is the teacher's role for referrals to professionals?

- Emotional climate of the classroom
  - -Identify your own feelings.
  - -What are the feelings of the handicapped student?
  - -How does the student want to handle a fail or a need for assistance in class? (Some will want help; others will want to be left alone.)
  - -Maintain a sense of humor about the teaching/learning process. (An open and genuinely interested attitude toward handicapped students and their parents is an aid to the learning process.)

- Administrative policy
  - -Can scheduling modifications be arranged to provide additional time for faculty to assist identified handicapped students through-
    - -Extension of the school day, week, or year?
    - -Addition of another semester?
    - -Instruction on an individual basis?
    - -Flexible scheduling of students to permit program entry and exit appropriate with progress?

The teacher who has learned about the learning disability of the handicapped student and has worked with the student, in order that the student understands and is familiar with classroom routine, will want to go a step further. To ensure that the interaction between the handicapped student and the teacher is positive, Strada (1980) suggested the following:

Suggestions to Improve Teacher-Student Interaction

- Take time. Make sure that all of the students receive a fair share of your time.
- Listen to your students. They may be sources for many accommodative strategies.
- Show concern for your students. This is the only way they know that you care.
- Be concerned about your occupational field. Become involved in professional and school activities.
- Meet individual student needs. Assist the students in finding alternatives to problems that they face.
- Be a model. By dress, attitude, and action, teachers create a model that students will emulate. Students look for someone they can identify with and confide in.
- Always strive to improve your teaching skills and performance. Upgrade yourself by trying new methods, attending workshops, or classes. Remember, though, that you are human and will not always meet with success.

(Taken from Strada, Kathryn M. (ed.), Handbook of Special Vocational Needs Education. Rockville, MD: Aspin Systems, 1980.)

Suggested Classroom Management Techniques to
Aid in Teaching Handicapped Students

The handicapped student who is integrated into the regular classroom or who is participating in a special program may present the teacher with some additional classroom management problems. The following is a list of techniques that should assist the teacher in managing a classroom which includes students with learning differences.

- Meet the student before class. This helps the teacher establish rapport and gain valuable information about the student's background and level of functioning.
- Arrange a classroom tour prior to the beginning of class. Invite the handicapped students to tour the classroom facility and to help determine any accessibility problems.
- Learn about handicapping conditions. Become familiar with the student's handicapping condition and meet with school professionals to learn pertinent information about the effect of the condition, the student's acceptance of the condition, and the degree of the student's functional ability.
- Accept the student and respect the handicapped student as a unique person. Remember that students with similar disabilities are still individuals and should be recognized as such.
- Avoid overprotection. Safety is always an essential concern. Nonetheless, allow handicapped students to learn and grow on their own.

- Serve as communicator. Special education teachers make helpful and useful information about working with the handicapped available to the vocational teacher. Medical terms and complicated descriptions are not used, but rather, simple, concise information is conveyed.

- Assist parents in understanding the strengths and limitations of the student and the development of realistic expectations for the student in academic and occupational skill areas.

- Engage in individual and group activities and discussions that assist students in values clarification and the development of positive habits, attitudes, and self-concepts.

- Model behavior and demonstrate strategies that the vocational teacher can use. This role serves as an inservice tool as well as a means of reducing the fears that teachers have about working with handicapped students.

The Special/Vocational Resource Room Teacher's Role

The special/vocational resource room teacher provides tutoring services to special needs students and reinforces particular subject matter areas. The resource room teacher works with the handicapped student to help improve basic skills and to enhance the handicapped student's participation in the vocational classroom. The special/vocational resource room teacher helps students improve self-concept and attitudes toward work and learning.

In addition, the resource room teacher has a critical role in the delivery of staff training to accommodate the needs of handicapped students. Major topics often addressed are as follows:

- Acquaint the staff with handicapped students. Develop staff awareness of the numbers of handicapped students in the school and the general characteristics of these students. Concern also includes (a) the identification of handicapped students in a classroom setting and (b) the procedures for referring handicapped students for diagnosis and evaluation for possible special education placement.

- Teaching techniques for the handicapped students in the regular classroom. Staff need to realize and assume responsibility in the student's total education. To assist the special education teacher in meeting this responsibility, the following topics are usually covered: (a) how best to use the special education and special/vocational education resource teachers to coordinate the educational effort, (b) how to find special materials and supplies for regular classrooms, and (c) strategies for testing and evaluating handicapped students in regular classrooms.

- Working to build handicapped students' self-concepts. The object is to enhance students' self-concept and build their self-esteem by giving them academic tasks they can manage that are still acceptable as part of the overall occupational training course. The overall purpose of inservice is to provide school staff with knowledge or skills they may not already have or to upgrade existing knowledge or skills about working with handicapped students.

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Reinert, Henry R. Children in Conflict--Educational Strategies for the Emotionally Disturbed and Behaviorally Disordered. St. Louis: C.V. Mosby, 1980.

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SPECIFIC ROLE RESPONSIBILITIES

Specific Responsibilities Grid

In order to assist the school personnel in accomplishing their tasks, the School District of Philadelphia and the Alliance staff have developed a specific responsibilities grid. The grid consists of five columns. These columns provide the faculty/staff member with descriptions of the elements necessary to meet handicapped students' needs under a given circumstance. The five column headings are as follows:

1. Initiation of Task--This column presents a specific situation to which the faculty/staff member needs to react.

2. Task Description--This column presents the specific task that must be performed, given the situation identified in the first column.

3. Tools and Equipment--This column presents specific items (records, tests, assessments, standards, guidelines, etc.) that will be needed to accomplish the tasks described in column two.

4. Personnel Interface--This column assists the faculty/staff member in identifying those people who should be involved directly or indirectly in accomplishing the task described in column two.

5. Specific Outcomes--This column provides the faculty/staff member with specific information that needs to be obtained, or a specific activity that should be accomplished through the task described in column two.

This grid presentation enables the faculty/staff person to see at a glance what is needed, under what circumstances, and how to accomplish the specific task.

JOB TITLE Special Education Teacher

DEPARTMENT School Staff

Initiation of Task	Task Description
1. Student's need for ongoing assessment	1. • Provide documented objective and subjective information about the student's classroom performance, including intervention attempts • Note areas of concern in educational program including aspects of curriculum and learning style • Cooperate with instructional advisors and other specialist teachers involved to determine: • appropriate assessment instruments • appropriate assessment techniques • availability of personnel for assessment • Perform educational assessment, as required • Report results of educational assessment at CSET meetings
2. Upon request of other teachers, such as the vocational teacher, principal, supervisor, or parent(s)	2. • Suggest techniques for presenting materials in class to enhance the special needs student's learning • Use special education aids to help the special needs student • Suggest appropriate curriculum modifications/adaptations • Develop a behavior management program that supports appropriate student behavior • Collaborate and communicate with others to facilitate the appropriate integration of a special needs pupil into the regular education process

REPORTS TO Principal

CLIENTELE Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • informal and formal standardized evaluation instruments • observation • competency-based materials	1. • student • parent(s) • principal • vocational education teacher • CSET members	1. Evaluation of student progress that results in appropriate educational programming
2. • inservice • conference • program development/modifications • materials/program review • standards for curriculum/programs • state and federal guidelines • local district policy	2. • teachers • principal • supportive services personnel • curriculum specialists • postsecondary personnel/specialists	2. Modifications and program adjustments that meet the needs of handicapped students

JOB TITLE Special Education Teacher

DEPARTMENT School Staff

Initiation of Task	Task Description
2. Continued	2. • Select and/or suggest materials for purchase to support handicapped learners in regular vocational programs. • Provide consultation to other staff to increase awareness of special education services and procedures • Effectively use the information in the IEP as a framework for instruction: • task analyze short-term objectives • develop a sequence of lessons • use diagnostic/prescriptive teaching techniques • select appropriate group and individual learning activities • adapt curricula media and materials • adjust behavior management techniques and classroom organization strategies
3. Scheduling of CSET meeting(s) (two year evaluation or identification process)	3. • Consult with other CSET members and assist the team in identifying priority areas for program and services • Share and elaborate information relevant to a special student's needs to assist vocational educators and others to deliver effective instruction • Collaborate with vocational educators to develop appropriate long-range goals for a handicapped student's academic skills and career/vocational educational areas • Collaborate with vocational educators to develop appropriate short-term objectives for a handicapped student's academic skills and career/vocational educational areas

REPORTS TO Principal

CLIENTELE Students

Tools/Equipment	Personnel Interface	Specific Outcome
3. • CSET meetings • conferences • reports from educational diagnosis testing	3. CSET members • parent(s) • student, where appropriate • vocational education staff • other staff	3. Identification of a handicapped student's priority program and service areas, as well as development of long-range and short-term goals and objectives for IEP development

JOB TITLE Special Education Teacher

DEPARTMENT School Staff

Initiation of Task	Task Description
4. Student's need for academic and survival skills, and functional needs to meet the demands of daily living as identified on the IEP	4. • Select, adapt, and utilize instructional materials and methods appropriate for handicapped students • Select, adapt, and utilize personal/social intervention skills and strategies to facilitate the affective growth of a student's self-concept, attitudes, values, and interpersonal relationship • Coordinate instructional planning in academic areas for students with learning problems • Effectively use paraprofessionals and volunteers in the instructional process • Assist in the access in special education programs options related to least restrictive environment: • supportive services available from the school district (local and central offices) and resource centers • public and private community services available to exceptional students and their parents and the modes for accessing such services • various professional educational organizations and advocacy groups • special education and supportive persons of the school district
5. Student's need for career guidance	5. • Provide access to career guidance information to assist student's identification of vocational interests and attitudes

REPORTS TO Principal

CLIENTELE Students

Tools/Equipment	Personnel Interface	Specific Outcome
4. • individualized and group instruction • inservice • conferences • instructional materials • tutoring, programmed instruction, prescriptive diagnostic teaching, and group instruction • competency-based curriculum	4. • curriculum specialists • CSET members • media specialist • other teachers, such as vocational • student • paraprofessionals • volunteers • parent(s)	4. Student's increased academic and survival skills, as well as, improved functional ability to meet the demands of daily living achieving annual goals as listed on the IEP
5. • individual and group activities • outside job sources	5. • guidance personnel • CSET members • student	5. Identification of student's vocational interests as well as the development of work adjustment and employability skills

JOB TITLE Special Education Teacher

DEPARTMENT School Staff

Initiation of Task	Task Description
5. continued	5. • Provide activities/programs to assist student in values clarification, and the development of positive work habits, attitudes and self-concept • Provide activities/programs to improve the following skills: • career awareness • self-awareness • decision-making • use of leisure time • knowledge of opportunities for continued education/training
6. At request of parent(s)	6. Assist parents in understanding the strengths and limitations of the student: • assist parents in development of realistic expectations for performance in academic and occupational skill areas • provide direction for accessing public and private community agencies • convey to parents suggestions for adaptations to the home environment to meet the needs of the student • convey communication techniques and strategies to use with their student • convey behavior management techniques • explain parental role in the evaluation process and IEP development

REPORTS TO Principal

CLIENTELE Students

Tools/Equipment	Personnel Interface	Specific Outcome
5. • work site visits • audiovisual aids and programs • speakers • inservice • conferences	5. • parent(s) • other teachers, such as vocational • career education personnel • business and industry representatives	
6. • conferences • calls • assessment/ evaluation reports • classroom observations	6. • parent(s) • CSET • other teachers, such as vocational • other school staff	6. Increased parental understanding of the student's strengths and limitations, as well as, realistic expectations for student's academic and occupational skills performance

JOB TITLE Special Education Teacher

DEPARTMENT School Staff

Initiation of Task	Task Description
6. Needs assessment and federal, state and local guidance	6. • Organize, monitor, and administer student youth organizations, and enrichment programs

REPORTS TO Principal

CLIENTELE Students

Tools/Equipment	Personnel Interface	Specific Outcome
6. • teacher advisors • students • guidelines for youth organizations • volunteers from the community • conferences • meetings • activities	6. • central administrative staff • community leaders/volunteers • teachers • students	6. Development of student leadership skills, greater exposure to the world of work, and remedial instruction provided through youth organizations

JOB TITLE Vocational Education Teacher

DEPARTMENT School Staff

Initiation of Task	Task Description
1. Student's need for ongoing assessment and appraisal of work skills	1. Conduct informal assessment: • identify and assess learner needs • observe and report behavior • gather and interpret data for a work profile • assess interests, aptitude and temperament • evaluate learner progress and maintain learner performance records • evaluate work skills
2. Student's need for ongoing career development activities	2. Extend vocational programming to build the following skills: • work habits • work values • career awareness • self-awareness • decision making • use of leisure time • knowledge of opportunities for continued education

REPORTS TO Principal

CLIENTELE Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • inservice • performance appraisal tools • learner progress charts • observation	1. • student • principal • parent(s) • evaluation personnel • special/vocational resource room teacher	1. Vocational evaluation that accurately reflect student programming needs
2. • outside job sources • work-site visits • audiovisual aids and program • speakers • inservice conferences	2. • student • business and industry representatives • guidance personnel • media specialist • other teachers, such as special education • CSET members • career education personnel • special/vocational resource room teacher	2. Increased employability and work adjustment skills

JOB TITLE Vocational Education Teacher

DEPARTMENT School Staff

Initiation of Task	Task Description
3. Student's need for modified programs and adapted curriculum	3. Adapt curriculum and modify instructional programs using competency-based format • plan cooperatively with basic skills, practical arts, and special education teachers • state well defined learner objectives in conjunction with the IEP • adapted task analysis for individualized prescriptive planning • identify and report architectural barriers in the classroom • seek, advise, and recommend adaptations devices for equipment used in training
4. Student's need for career planning and job placement	4. Coordinate/assist with career planning and job placement activities • serve on job placement teams • gear training for job placement • provide classroom opportunities for developing work adjustment skills • focus activities on career coping skills • programming for student transitions include from school settings to work settings • identify work preparation options • set crieteria for job placement readiness • assist in the labor market • encourage students and provide opportunities for participation in related youth organizations • provide out-of-school work experience activities

REPORTS TO Principal

CLIENTELE Students

Tools/Equipment	Personnel Interface	Specific Outcome
3. State and local guidelines and policies • task analysis • IEP • competency-based curriculum	3. • teachers basic skills, practical arts and special education • occupational therapist • physical therapist • parent(s) • student • instructional specialists • school staff • special/vocational resource room teacher	3. Curriculum and instructional programs are appropriately modified to meet the needs of handicapped students so that they achieve success in vocational programs
4. • inservice • speakers • audiovisual aids and programs • work-site visits • role playing	4. • community leaders • advisory committees • representatives from business and industry • students • parent(s) • guidance personnel • media specialist • special/vocational resource room teacher	4. Career planning and job placement activities reflective of the goals and objectives on the IEP

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JOB TITLE Vocational Education Teacher

DEPARTMENT School Staff

Initiation of Task	Task Description
5. Needs assessment and federal, state and local guidelines	5. Organize, monitor, and administer student youth organizations and enrichment programs

REPORTS TO Principal

CLIENTELE Students

Tools/Equipment	Personnel Interface	Specific Outcome
5. • teacher advisors • students • guidelines for youth organizations • volunteers from the community • conferences • meetings • activities	5. • central administrative staff • community leaders volunteers • teachers • students	5. Development of student leadership skills, greater exposure to the world of work, and remedial instruction provided through youth organizations

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JOB TITLE Special/Vocational Education Room Teacher

DEPARTMENT School Staff

Initiation of Task	Task Description
1. Need for consultative/ support services to implement a student's IEP	1. Serve as a contact person for the vocational teacher to assist with management of a mainstreamed student's deficient skill areas: • Identify student skills in need of support in approved vocational education programs • Make recommendations for adaptations to equipment used in vocational training
2. Student's needs for direct instructional support as indicated on the IEP	2. Provide direct instructional support to the mainstreamed student for skills that directly relate to the vocational content of the instructional program
3. New programs and/or equipment with direct observation, field requests, legislative mandate, school administrative requests, specific advisory committee requests and assessment staff training needs	3. Staff development programs

REPORTS TO Principal

CLIENTELE Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • conferences • inservice • assessment • observation • competency-based instructional materials • IEP • progress records	1. • vocational teacher • student • CSET members • school staff	1. Coordination and communication that results in effective implementation of a handicapped student's learning and training program (IEP)
2. • individual or small group instruction • competency-based instructional materials	2. • vocational teacher • student • CSET members • job coordinator • school staff	2. A coordinated system of instruction that supports the vocational education program of the mainstreamed handicapped student and meets the goals as listed on the IEP
3. • inservice training • outside presenters • vendors • administrative and supervisory staff	3. • school administrators and supervisors • vendors • postsecondary	3. Staff training and modification of instructional methods, techniques, attitudes, knowledge and skills. Implementation of newly modified material

SUMMARY

The teacher's opportunities to assist the handicapped student to gain saleable skills for leading a purposeful independent life are many and diverse. The importance of building linkages between and among the various school personnel, family, and outside agencies cannot be overemphasized. Beginning with the development of the IEP to the successful completion of the program, this assistance and cooperation can be the factor that determines success for the student.

In addition to the linkages, teachers must build for themselves an understanding of differences that each handicapped student may bring to the classroom. With understanding, teachers can teach students to use their strengths to minimize their handicaps. The specific responsibilities grids are provided to aid the teacher in meeting the special needs of the handicapped learner.

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This Spanish-English guide is to assist mildly handicapped students who are mainstreamed into regular high schools. Lessons include: "your name and some important things you should know," "finding jobs" and "applying for jobs."

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This manual presents the philosophy and development of a competency-based model Occupation Preparation Guide for pre-school up to age 21. The guide includes sections on the field test program, the prerequisite skill inventory, assessment, task analysis, independent living and employment skills, and referral agencies. The key to this program is the determination of the essential skills needed for employment and independent living.

Carpenter, R.L. Colloquium series on career education for handicapped adolescents, 1977. West Lafayette, Indiana: Department of Education, Purdue University, 1977.

This collection of presentations represents one part of what is felt to be a unique thrust at dissemination of the most recent thinking regarding career education for handicapped adolescents. Each selection in this monograph is the text of a videotape presentation shown through the Indiana Higher Education Telecommunication System (IHETS). This second series was designed as a sequel to the first (Blackburn, 1976) which established the foundation of career education relative to adolescents with handicapping conditions. This series begins with the sequence of steps that follows from the base; i.e., classroom practices, counseling and evaluation, job placement, and training on-the-job.

Johnson, C.M. Expanding work options for exceptional students: A self instructional manual. Reston, Virginia: The Council for Exceptional Children, 1979.

This is a self instructional manual on teaching career education and awareness to handicapped students. It includes model lesson plans and suggestions on adapting these for students with various handicapping conditions.

Krantz, G. Critical vocational behaviors. Journal of Rehabilitation, 1971, July-August, 14-16.

Krantz outlines what he considers to be critical vocational behaviors, which play a major role in the likelihood of a handicapped person becoming and remaining employed. His list includes the following elements" a) job objectives behaviors; b) job-getting behaviors; and c) job-keeping behaviors-behaviors which help the person to stay employed after he gets the job.

Madsen, G.A. (Ed.). Programming vocational skills for the handicapped. Olympia, Washington: State Office of the Superintendent of Public Instruction, 1978.

In order to assist those persons involved with work-experience programs for the handicapped, the authors have written this manual as a guideline to promote positive self-concepts, the establishment of realistic work and social attitudes, the relationship of vocational skills to daily living and job related behaviors, and employment flexibility.

Michigan Department of Education. Career education for the handicapped. Marshall, Michigan: Calhoun Intermediate School District, n.d.

This training manual has been developed to assist in career education training programs. It is divided into 6 sections: 1) introduction; 2) how to set up the training program; 3) career education training modules; 4) resources; 5) transparencies; and 6) handouts.

Michigan State Board of Education. Ideas for activities. Lansing, Michigan: Michigan Department of Education, 1976.

This document has been designed especially for teachers of secondary level special education students. All the ideas, in most cases, have been written and implemented by teachers, and have been broken into 4 areas: 1) self awareness and assessment; 2) career awareness and exploration; 3) career decision making; and 4) career planning and placement. Utility of these ideas will be a function of the creativeness and desire of the person using them.

Schenck, G.R. Job analysis: A self study manual. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute, n.d.

This self study manual on job analysis introduces job analysis and its constituent parts. The manual covers the following: a) writing a description of tasks; b) describing worker functions; c) writing a job summary; d) training time, promotion and transfer, and supervision; and e) worker trait ratings and the Dictionary of Occupational Titles.

Urban, S.J., and Tsuji, T. (Eds.). The special needs student in vocational education: Selected reading. New York: Arno Press, 1974.

This book offers a collection of articles, most of which were previously published elsewhere. Part I is an overview of issues and trends in special education, and mainly deals with mainstreaming. Part II considers the role of law in providing special needs students with vocational education. The articles in Part III discuss the nature of vocational programs for the handicapped and disadvantaged, and Part IV concerns career education for the special needs student.